

## Examining an Argument

### Lesson Preparation

Daily Lesson 5	READING	
	TEKS	Ongoing TEKS
	E1.Fig 19A,B E1.10A,B	E1.24C
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>• Credibility of sources affects the reliability of information.</li> <li>• Specific techniques may be used to support an argument.</li> </ul> <p>— What makes an effective argument?</p>	
<b>Vocabulary of Instruction</b>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Writer's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Famous Speech (different from one used in Daily Lesson 3-4)</li> <li>• Audio of speech (if available)</li> <li>• Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>• Teacher Resource: <b>English I Unit 04 Writing Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare background information as needed for second speech.</li> <li>3. Refer to Teacher Resource: <b>English I Unit 04 Writing Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	This Instructional Routine assesses Performance Indicator: <i>"After a reading a famous speech, analyze the writer's use of evidence and rhetorical devices. Create a T-Chart depicting the analysis and the effect on the reader."</i>	
<b>Teacher Notes</b>	Ensure that the selected speech contains the rhetorical devices and structures taught in this unit as well as credible evidence to support the argument.	

## Instructional Routines

Daily Lesson 5	READING	
Duration and Objective	Suggested Duration: 50-60 min.  <u>Content Objective:</u> Students identify and analyze persuasive techniques in speeches and their effect on the reader.	
Mini Lesson	<div> <div></div> <div> <p>1. Writing Appetizer.</p> <p>2. Introduce Performance Indicator: <i>“After a reading a famous speech, analyze the writer’s use of evidence and rhetorical devices. Create a T-Chart depicting the analysis and the effect on the reader.”</i> Clarify expectations as needed.</p> <p>3. Distribute copies of speech and provide background information as appropriate.</p> <p>4. Play audio or read speech aloud to the class. Instruct all students to read along and listen for rhetorical devices and structures as well as emotional, ethical, or logical appeals.</p> <p>5. Have students create a T-Chart in the Reader’s Notebook. Ask: <b>What is the author’s position? Who is the intended audience of the speech?</b> Discuss responses as students record the information at the top of their T-Chart. The Reader’s Notebook page might be set up like this:</p> <div> <div>Evidence and Rhetorical Devices Used</div> <div>Effect(s) on the Reader</div> </div> </div> </div>	
Learning Applications	1. Students identify and analyze the writer’s use of evidence and rhetorical devices and record the information in the left column of their T-Chart. In the right column, students explain the effect the use of these devices has on the reader.	
Closure	1. Ask: <b>What makes an argument effective?</b> Discuss responses.	